

# Tennessee

## Gateway Assessment Item Sampler



Acknowledgments: "Rosa Parks" by Thomas Henry, copyright © 2002 by Edy Lou Benjamin. Used by permission.  
Adaptation of "How to Develop a 'Can-do' Personality" by Paul Hauck, Ph.D. from *Vitality* Magazine's 1999 issue, copyright © 1999 by Vitality, Inc. Used by permission.  
"Ovipositing" by Ken Peters, copyright © 2002 by Ken Peters. Used by permission of the author.



Developed and published under contract with State of Tennessee Department of Education by CTB/McGraw-Hill LLC, a subsidiary of The McGraw-Hill Companies, Inc., 20 Ryan Ranch Road, Monterey, California 93940-5703. Copyright © 2002 by State of Tennessee Department of Education. All rights reserved. Only State of Tennessee educators and citizens may copy, download and/or print the document, located online at [www.state.tn.us/education](http://www.state.tn.us/education). Any other use or reproduction of this document, in whole or in part, requires written permission of State of Tennessee Department of Education and the publisher.

# Contents

Introduction to Gateway Language Arts	
Content of Tests .....	2
Test Development .....	2
Test Administration .....	2
Tips for Students Taking the Test .....	3
Preparing for the test.....	3
Before the test .....	3
During the test .....	3
Directions for Using the Item Sampler .....	4
Gateway Language Arts Item Sampler .....	5
Answer Key .....	73

# Introduction to Gateway Language Arts

## Content of Tests

The *Tennessee Gateway Assessment* program was established to meet the Tennessee mandate for high-stakes, end-of-course assessments in Tennessee secondary schools. These tests measure the Tennessee Performance Indicators. Subject areas covered by the testing program include Mathematics, Language Arts, and Science.

## Test Development

For the *Tennessee Gateway Assessment*, a staff of writers—composed of both Tennessee teachers and professional test developers experienced in each of the content areas—researched and wrote the items. Professional editors and content specialists carefully reviewed all items and test directions for content and accuracy. To provide a large pool of items for final test selection, the test developers created approximately twice as many items as were needed in the final editions of the tests.

After tryout tests were administered, student responses were analyzed. Professional content editors and researchers carefully reviewed items, their data, and test directions for content, suitability, and accuracy before including particular items and test directions in operational tests.

## Test Administration

*Tennessee Gateway Assessment* tests are given to students as they near the end of courses that are included in the program.

Each test contains 62 multiple-choice questions.

Students will have ample time to read and answer each of the questions. Each test has been designed to be administered in one session. The first 15 minutes are set aside to complete identifying data on the answer sheet, and the last 5 minutes are set aside to complete the Opportunity to Learn Survey.

# Tips for Students Taking the Test

## Preparing for the test

- Review this Tennessee Gateway Item Sampler for Language Arts carefully and thoroughly.
- Acquire a Tennessee Gateway Practice Test for Language Arts, and take the test several times.
- Become familiar with the correct way to mark answers on the answer sheet. There is a sample answer sheet in the Practice Test.

## Before the test

- Get a good night's sleep. To do your best, you need to be rested.

## During the test

- Relax. It is normal to be somewhat nervous before the test. Try to relax and not worry.
- Listen. Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them.
- Plan your time. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later. Answer all questions you are sure of first.
- Think. If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

## Directions for Using the Item Sampler

This Item Sampler for Language Arts provides specific information to students and teachers. It contains examples of different item types for each Performance Indicator that may be tested in any given Gateway test administration. Performance Indicators have been grouped under Reporting Categories. These Reporting Categories will be used to report information regarding performance on the Gateway tests to students, teachers, schools, and systems.

The items in this Item Sampler will **not** be found in the Gateway tests. The number of items in this Item Sampler does not reflect the emphasis of content on the test. In order to identify the emphasis of content, the Gateway Assessment Practice Test for Language Arts should be used. The Practice Test gives a better representation of content emphasis across Reporting Categories and Performance Indicators.

You may turn back to look at the passages as many times as you wish. An Answer Key is located on page 73. Use it to check your answers. Review items that you get wrong.

All of the passages are grouped together at the beginning. All of the items follow the passages and are in order by Reporting Category.

## How to Develop a “Can-do” Personality

by Bonnie Jacob

(Bonnie Jacob spoke with Paul Hauck, Ph.D., a psychologist in Rock Island, Illinois.)

**SOME PEOPLE** handle tough jobs without breaking a sweat. Others seem to give up before they even get going.

What’s the difference between a can-do and a won’t-try person?

“It’s usually a matter of bravery,” says Paul Hauck, Ph.D., a psychologist in Rock Island, Illinois. “Can-do people aren’t any smarter than anyone else. They have learned not to let fear carry them away from success.”

*The most common roadblock is fear of failure, which is closely tied to two other big fears: Losing respect and approval and losing self-esteem.*

Fear of failure takes away one of your most valuable learning tools—mistakes. “The only way you ever become good at something is by learning where the pitfalls are and how to avoid them,” says Hauck. “If you never try, you’ll still be bumbling around long after you should have moved on to other things.”

To break the cycle, “choose to become fearless,” he advises.

### RECOGNIZE FEAR

Becoming fearless isn’t easy.

*But you can start by recognizing how fear is holding you back from what you want to do by asking these questions:*

- Could I accomplish a lot more than I’m doing?
- Have I ever passed up an opportunity because I thought I couldn’t handle it?
- Do I often wish I had another chance to do things better?

If you answered “yes” to any of these questions, fear could be keeping you from reaching your goals and living a happier life.

### TAKE CONTROL

Ironically, the best way to take control of fear is to let go of it. Here are some strategies for loosening fear’s grip on you and your performance:

- Focus on the task, not yourself. It’s easy to become so emotionally invested in something that you start to judge yourself by its success or failure. That’s distracting and could keep you from trying at all.
- Forget what other people think. Instead of worrying about what might win approval, consider what it will take to make the task or project a success. Then, when you do a great job, everyone will recognize it, including you.
- Sharpen your skills. Nothing builds confidence and eliminates fear like capability. Get ahead by learning the skills you expect to need for future projects. When a task is assigned, take stock of what you know already, what you still need to know, and where you can go for backup.
- Do it. “It’s far easier to face a difficult task than to avoid it,” says Hauck. Keep your expectations realistic; don’t try to achieve perfection on your first try.
- Enjoy the ride. Maybe you won’t succeed in everything you do, but that shouldn’t keep you from trying.

“In the end, the can-do person is the one who makes the effort. You want to take control of your life rather than having your life happen to you,” says Hauck.

**Directions**

Read this poem about sea turtles.

**OVIPOSITING<sup>1</sup>**

by Ken Peters

*Under the tropical moon  
sea turtle slowly, inexorably  
leaves her element for the foreign strand  
the once graceful wings  
are now clumsy flippers  
What was sleekly suspended  
weightless on the breast of the wave  
is now heavy and earthbound  
and covered with the suffocating sand  
but the ancient song is sung  
and the tide cannot be ignored  
She plows the wet sand  
an ancient armored chariot  
covered with barnacles  
What voice tells her where to nest?  
What secret scent led her to this beach, this dune?  
The moon rises higher  
while the clutch<sup>2</sup> of leathery eggs is laid  
She covers the future with sand  
and monumentally slow turns again to the sea  
The first wave frees her of the clinging sand  
and looses again the wings  
that will carry her to the deep.*

---

<sup>1</sup> **ovipositing:** laying eggs

<sup>2</sup> **clutch:** a set of eggs produced at one time



**Directions**

Read this poem about Rosa Parks.

Rosa Parks

in the face of ancestral memories  
of persecution  
unmoved you sat with your convictions  
of equality and justice  
arrested and imprisoned when first ever we saw your face  
nearly half a century ago your courage  
moving a few and then a nation  
all moved since nine one one  
and we remember Rosa  
a candle in our darkest fears  
a light to guide us  
while the whole world is watching  
will we become  
America the Beautiful of which we sing?

—Thomas Henry

**Directions**

Read this poem about a kitten.

My kitten sits by her empty bowl.  
Her eyes look like two lumps of coal.  
If I give her kitty chow,  
She will say, "Meow, meow!"

**Directions**

Travis wrote this essay for a school writing contest. There are many mistakes in it.

**Rosa Parks: The Bus Ride**  
(student essay)

- 1** (1) She hadn't sought attention, nor did she resist it. (2) When Rosa Parks got on a city bus in Montgomery, Alabama, she had no idea she was about to change the course of history. (3) However, the wheels of change had already started to roll people everywhere were watching. (4) The leaders of Montgomery's African-American community and the local chapter of the NAACP had been looking for an opportunity to challenge the bus company's policy of segregating riders based on their race on Montgomery city buses. (5) It seemed that the NAACP faced a herculean task.
- 2** (6) Bus riders from Montgomery were consistently treated poorly. (7) Earlier in the year, only a few months before Rosa Parks' encounter with a local bus driver, a young African-American woman, seated among many other riders, had refused to move from their seat in order to accommodate a white rider. (8) The African-American leadership in Montgomery supported the girl's decision. (9) However, her background and reputation in the community did not make her an attractive candidate for a full-fledged court challenge. (10) Then along came Rosa Parks, a well-respected professional woman with a history of community involvement.
- 3** (11) On December 1, 1955, Miss Parks boarded her usual bus for a ride home after work. (12) No one could have been more tired than her. (13) As the bus began to fill up, the African-American riders began to relinquish their seats to an ever-increasing number of white riders. (14) As was the practice, African-American riders entered the bus in the front and paid their fare, then they got off the bus, walked to the rear door, and boarded again, taking seats in the rear. (15) According to bus-company policy, as a bus took on white riders in the front, African-American riders in the rear would give up their seats in the back to white riders if no seats were remaining for whites in the front of the bus.
- 4** (16) Rosa Parks very politely refused to leave her seat on the bus the police were called. (17) The Montgomery Improvement Association, under Dr. King's leadership, successfully challenged the city of Montgomery over its policy of racially segregating riders on the city's buses. (18) Miss Parks was arrested and booked by the Montgomery Police Department. (19) Her arrest set in motion the year-long Montgomery bus boycott. (20) The arrest resulted in the integration of that city's bus system. (21) It also started the American civil rights movement under the leadership of Dr. Martin Luther King, Jr.

**Directions**

Kate wrote this report for her history class. There are several mistakes in her report.

### A Courageous Woman

- 1 (1) I have just finished reading about Helen Keller. (2) An illness before she was two years old. (3) She lost her senses of sight and hearing. (4) She lived a life without color or sound. (5) She was very shut off from the world.
- 2 (6) When she was about six years old, her parents asked Alexander Graham Bell if he knows of a school Helen might attend. (7) He suggested Perkins Institution for the Blind in Boston, and Helen's father wrote to the school. (8) The school sent Miss Anne Sullivan 20 years old who became Helen's teacher. (9) From what I've read, Anne Sullivan was one of the most remarkablest teachers ever! (10) Under Miss Sullivan's guidance, Helen learned to read, write, and talk. (11) She became quite competent in her studies.
- 3 (12) Through her instructor's creative teaching methods, Helen was able to experience many things. (13) If she wanted to "see" a friend's face or a marble sculpture, she would trace around them with her hands. (14) She could "listen" to music, too, by putting her hands on a piano and feeling the vibrations. (15) I would have loved to play the piano for her. (16) Helen used her sense of smell to distinguish her surroundings. (17) For example, she could tell if she was in a park by the smells of the grass and flowers, or if she was in a restaurant by the odors of cooking. (18) One time, Anne Sullivan took her to a circus where she touched a bear, a leopard, and a giraffe. (19) She felt snakes, an elephant's trunk, and she even stroked a lion's mouth! (20) Some say that because of these experiences and others, Helen Keller grew up without fear.
- 4 (21) Helen Keller rose above her disabilities to gain international fame as an accomplished public speaker and author of several books. (22) She worked with other persons with disabilities, becoming a champion for their cause.
- 5 (23) Although her disabilities could have been her Achilles' heel, she never let them keep her from taking control of her life. (24) By accomplishing goals that would have seemed impossible to some, she gained the admiration of thousands.

**Directions**

The school board is thinking of canceling sports at the local high school. Guy has written this letter to the newspaper about the school board's plan.

Dear Editor,

- 1** Because the budget in our school district must be cut, the local school board is thinking about canceling sports at our school. I think this is wrong. Removing sports from the high school will affect many of our students. Besides eliminating a way for students to keep physically active, our entire school atmosphere will be changed.
- 2** There will be a decrease in our school spirit. There are hundreds of students who enjoy supporting various teams. Rallies are well attended, many students play in the marching band, and more students are members of the pep squad. Think of all the parents and fans who would be disappointed to lose their teams! Also, there would be no place for many students to go after school.
- 3** Kids do not have as much opportunity to get into trouble if they are involved in sports every day after school. I read that athletes' grades are higher when they participate in sports. Athletes must maintain good grades to be eligible to play, and, because they are so busy, they must learn to budget their time. With studying, practicing, and playing games, they have to be very organized!
- 4** Some boys and girls are so good at balancing the responsibilities of school and sports that they earn college scholarships. If we cut sports, this option is taken away from them. I hope the school board does not choose to save money by taking sports away from the high school. If they do, it will harm many of us. What kind of message would they be giving us—money is more important than keeping us involved in our school? It is not fair; we can't even vote!

Sincerely,

Guy McStevens

**Directions**

Evan has written this paragraph as the beginning of a class report.

(1) It is important for young people to have role models.  
(2) Although these role models are often sports figures, astronauts, or movie stars, not all role models are celebrities.  
(3) In fact, teachers, firefighters, policemen, and older brothers or sisters are counted among the role models of today. (4) If a child admires an adult who has made a positive contribution to our society, the child may work to do the same.

**Directions**

Anna wrote this note to her music teacher. There are several mistakes in her note.

**Finding a Hero**

- 1** (1) I am a second-year student of the violin, and I have found my hero. (2) Itzhak Perlman is a world-famous concert violinist. (3) And was stricken with polio as a child. (4) Polio is no longer the threat that it was during his childhood. (5) He is now burdened with heavy braces, which severely limit his ability to walk.
- 2** (6) When I am practicing my violin, I think of Mr. Perlman and the music that comes from his violin. (7) This vision gives me the strength to go on, even when my friends are outside playing ball or just going to the mall for the afternoon. (8) One of these friends is always thinking of fun things to do. (9) Even though the temptation to join my friends is often present, I know that practicing will help me become a better violinist. (10) I am now determined to follow my dream no matter what obstacles may block my path.

**Directions**

Read this student-written paragraph.

George Dawson, the grandson of a slave, is an inspiration to both young and old. He enrolled in Adult Basic Education classes in his hometown in Texas to learn to read and write at the age of 98! Pretty impressive, huh? Dawson told a reporter, "I'm tired of fishing. It's time to learn to read." He received letters from people of all ages who felt that if he could do it, so could they. An elementary school teacher has just written a book about George Dawson called *Life Is So Good*.



**Maria, a Tennessee high school student, wrote a report on Elizabeth Blackwell. There are several mistakes in her report. Read the first part of the report.**

- 1** (1) Twenty-nine times Elizabeth Blackwell was denied admission to medical schools because she was a woman. (2) However, in 1857, she was finally enrolled in Geneva College in New York state. (3) Although she was born in a time when there were no women doctors, it was always Elizabeth Blackwell's dream to study medicine. (4) Elizabeth Blackwell therefore, is my heroine because she possessed the courage to work hard, defy tradition, and becoming the first woman physician in the United States.

**Now read the second part of Maria's report on Elizabeth Blackwell.**

- 2** (5) Being a medical student must have been very difficult for Elizabeth. (6) Both men and women alike criticize her decision. (7) Despite being ridiculed by many of her classmates, Elizabeth graduated at the top of her class. (8) She must have been more determined than her colleagues! (9) After receiving her medical degree, Elizabeth and her sister Emily, also a surgeon, opened their own hospital. (10) It was staffed entirely by women, and it primarily served the poor.

**Now read the last part of the report.**

- 3** (11) Elizabeth Blackwell wrote several books. (12) She also introduced the idea that personal hygiene and sanitation were important in preventing diseases. (13) Her achievements were honored in 1949 when the American Medical Women's Association established an award in her name. (14) The Elizabeth Blackwell Medal is awarded every year to a female physician who has made an outstanding contribution to the cause of women in medicine. (15) Elizabeth Blackwell felt that her medical degree was worth the struggle, for she later explained, "It is not easy to be a pioneer—but oh, it is fascinating! (16) I would not trade one moment, even the worst moment, for all the riches in the world."

**Reporting Category:****1. Grammar Conventions****Performance Indicator:****1.1. A Combine sentences using a comma and coordinating conjunction or correct a run-on sentence within a writing sample****1**

Read this sentence from the essay.

“As was the practice, African-American riders entered the bus in the front and paid their fare, then they got off the bus, walked to the rear door, and boarded again, taking seats in the rear.”

What is the correct way to write this sentence?

- A** As was the practice, African-American riders entered the bus in the front and paid their fare; then they got off the bus, walked to the rear door, and boarded again, taking seats in the rear.
- B** As was the practice, African-American riders entered the bus in the front, paid their fare: then they got off the bus, walked to the rear door, and boarded again, taking seats in the rear.
- C** As was the practice, African-American riders, entered the bus in the front and paid their fare then they got off the bus walked to the rear door and boarded again taking seats in the rear.
- D** no change

**Reporting Category:****1. Grammar Conventions****Performance Indicator:****1.1.A Combine sentences using a comma and coordinating conjunction or correct a run-on sentence within a writing sample****2**

Read this sentence from the essay.

“Rosa Parks very politely refused to leave her seat on the bus the police were called.”

What is the best way to correct this sentence?

- F** Rosa Parks very politely refused to leave her seat, on the bus the police were called.
- G** Rosa Parks very politely refused to leave her seat; On the bus the police were called.
- H** Rosa Parks very politely refused to leave her seat on the bus, and the police were called.
- J** no change

**3** Read these sentences from the report.

“An illness before she was two years old. She lost her senses of sight and hearing.”

What is the correct way to combine the sentence and sentence fragment?

- A** An illness before she was two years old, she lost her senses of sight and hearing.
- B** An illness before she was two years old, and she lost her senses of sight and hearing.
- C** Because she had an illness before she was two years old, she lost her senses of sight and hearing.
- D** Although she had an illness before she was two years old, she lost her senses of sight and hearing.

**4** Read these lines from the note.

“Itzhak Perlman is a world-famous concert violinist. And was stricken with polio as a child.”

What is the correct way to combine these lines into a sentence using a subordinate conjunction?

- F** Nevertheless, Itzhak Perlman is a world-famous concert violinist and was stricken with polio as a child.
- G** Itzhak Perlman is a world-famous violinist, he was stricken with polio as a child.
- H** Although Itzhak Perlman was stricken with polio as a child, he is a world-famous concert violinist.
- J** Itzhak Perlman is a world-famous violinist, however, he was stricken with polio as a child.

<b>Passage:</b>	<b>How to Develop a “Can-do” Personality</b>	<b>Page 5</b>
<b>Reporting Category:</b>	<b>1. Grammar Conventions</b>	
<b>Performance Indicator:</b>	<b>1.2.B Recognize correct subject/verb agreement with confusing intervening prepositional phrases within a writing sample</b>	

- 5** Which sentence is written correctly?
- A** The completion of difficult tasks is sometimes rewarding.
  - B** A can-do person with help from others are able to succeed.
  - C** Can-do people with some practice is able to conquer their fears.
  - D** Each of the suggestions in the article are able to help us succeed.

<b>Passage:</b>	<b>A Courageous Woman</b>	<b>Page 10</b>
<b>Performance Indicator:</b>	<b>1.2.B Recognize correct subject/verb agreement with confusing intervening prepositional phrases within a writing sample</b>	

- 6** Which sentence uses correct subject/verb agreement?
- F** Each of Anne Sullivan’s teaching methods was valuable.
  - G** Each of Anne Sullivan’s teaching methods were valuable.
  - H** Several of Anne Sullivan’s teaching methods was valuable.
  - J** Several of Anne Sullivan’s teaching methods has been valuable.

**7** Read these sentences from the essay.

“The arrest resulted in the integration of that city’s bus system. It also started the American civil rights movement.”

To what does the word It refer?

- A** city
- B** arrest
- C** system
- D** integration

**8** Read this portion of a sentence from the essay.

“a young African-American woman, seated among many other riders, had refused to move from their seat in order to accommodate a white rider.”

What is the correct way to write this sentence?

- F** A young African-American woman, seated among many other riders, had refused to move from her seat in order to accommodate a white rider.
- G** A young African-American woman, seated among many other riders, had refused to move from their seats in order to accommodate a white rider.
- H** A young African-American woman, seated among many other riders, had refused to move from anyone’s seat in order to accommodate a white rider.
- J** no change

<b>Reporting Category:</b>	1. Grammar Conventions
----------------------------	------------------------

<b>Performance Indicator:</b>	1.2.L Recognize a shift in either of the following: verb tense, point of view, tone, or pronoun usage within a writing sample.
-------------------------------	--

**9** Read the second paragraph of Maria's report again.

Which sentence shows a shift in verb tense?

- A** 5
- B** 6
- C** 7
- D** 8

<b>Performance Indicator:</b>	1.2.L Recognize a shift in either of the following: verb tense, point of view, tone, or pronoun usage within a writing sample
-------------------------------	---

**10** What shift has taken place in this paragraph?

- F** tone
- G** verb tense
- H** point of view
- J** pronoun usage

## Reporting Category:

## 1. Grammar Conventions

## Performance Indicator:

1.2.L Recognize a shift in either of the following: verb tense, point of view, tone, or pronoun usage within a writing sample

**11** Read Sentence 6 from “A Courageous Woman.”

“When she was about six years old, her parents asked Alexander Graham Bell if he knows of a school Helen might attend.”

Which verb should replace the underlined verb?

- A** knew
- B** know
- C** is knowing
- D** no change

**12** How is Paragraph 4 different from Paragraph 3?

- F** The tone in Paragraph 4 is more formal.
- G** The author changes verb tense in Paragraph 4.
- H** The examples in Paragraph 4 are more specific.
- J** The author changes point of view in Paragraph 4.



**Passage:****CVS****Reporting Category:****1. Grammar Conventions****Performance Indicator:****1.2.M Recognize the correct use of quotation marks in a direct quote.****13** Which sentence uses quotation marks correctly?

- A** The teacher said, You must always make an effort.”
- B** The teacher said, “You must always make an effort.”
- C** “The teacher said, You must always make an effort.”
- D** “The teacher said,” You must always make an effort.

**14** Which sentence uses quotation marks correctly?

- F** She asked, When did the medical school open”?
- G** “No one thought Elizabeth could enter medical school, he said.”
- H** She said, “Elizabeth just kept sending applications to different schools.”
- J** “One entrance board finally admitted her, he said, “into medical school.”

**Reporting Category:**
**1. Grammar Conventions**
**Performance Indicator:**

**1.2.N Recognize the correct use of a semicolon in a compound sentence within a writing sample or a passage.**

**15** Read this sentence from the essay.

“However, the wheels of change had already started to roll people everywhere were watching.”

Which sentence uses a semicolon correctly?

- A** However; the wheels of change had already started to roll people everywhere were watching.
- B** However, the wheels of change had already started to roll; people everywhere were watching.
- C** However the wheels of change had already started to roll people; everywhere were watching.
- D** However, the wheels of change had already started to roll; and people everywhere were watching.

**16** What is the correct way to punctuate this sentence?

- F** Rosa Parks was brave; she seized the opportunity to challenge injustice.
- G** Rosa Parks was brave; she seized the opportunity; to challenge injustice.
- H** Rosa Parks was brave; and she seized the opportunity to challenge injustice.
- J** Rosa Parks was brave, and she seized the opportunity; to challenge injustice.

**Passage:****CVS****Reporting Category:****1. Grammar Conventions****Performance Indicator:****1.2.R Recognize the correct use of the comma to set off nonessential elements in a sentence****17** Which sentence uses the comma correctly?

- A** Yes I can, stay for half an hour.
- B** Nevertheless you need, to do extra work.
- C** Luckily, an honest person, found my wallet.
- D** Everyone, of course, is waiting to hear the news.

**Passage:****A Courageous Woman****Page 10****Performance Indicator:****1.2.R Recognize the correct use of the comma to set off nonessential elements in a sentence****18** Read this sentence from the report.

“The school sent Miss Anne Sullivan 20 years old who became Helen’s teacher.”

What is the best way to punctuate this sentence?

- F** “The school sent Miss Anne Sullivan; 20 years old, who became Helen’s teacher.”
- G** “The school sent Miss Anne Sullivan, 20 years old, who became Helen’s teacher.”
- H** “The school sent Miss Anne Sullivan: 20 years old who became Helen’s teacher.”
- J** no change

**19** Which of these sentences from the essay is a fact?

- A** “No one could have been more tired than her.”
- B** “She hadn’t sought attention, nor did she resist it.”
- C** “Bus riders from Montgomery were consistently treated poorly.”
- D** “Miss Parks was arrested and booked by the Montgomery Police Department.”

**20** Which of these sentences from the report contains an opinion?

- F** “She lost her senses of sight and hearing.”
- G** “The school sent Miss Anne Sullivan 20 years old who became Helen’s teacher.”
- H** “Under Miss Sullivan’s guidance, Helen learned to read, write, and talk.”
- J** “Through her instructor’s creative teaching methods, Helen was able to experience many things.”

<b>Passage:</b>	How to Develop a “Can-do” Personality	Page 5
<b>Reporting Category:</b>	2. Content	
<b>Performance Indicator:</b>	1.1.C Identify the targeted audience for a selected passage	

**21** This article probaby would most appeal to a person who is

- A** retired
- B** working
- C** in school
- D** on vacation

<b>Passage:</b>	Rosa Parks: The Bus Ride and How to Develop a “Can-do” Personality	Pages 9 and 5
<b>Performance Indicator:</b>	1.1.C Identify the targeted audience for a selected passage	

**22** “Rosa Parks: The Bus Ride” and “How to Develop a ‘Can-do’ Personality” were probably intended to be read by people who

- F** value what others think
- G** have overcome illnesses
- H** have experienced inequality
- J** admire others who have succeeded

<b>Reporting Category:</b>	<b>2. Content</b>
----------------------------	-------------------

<b>Performance Indicator:</b>	<b>1.1.D Choose the sentence that relates the writer's purpose (e.g., to persuade, to inform) in a selected passage</b>
-------------------------------	---

**23** Which sentence from the note shows the student's main reason for writing it?

- A** Sentence 1
- B** Sentence 2
- C** Sentence 9
- D** Sentence 10

<b>Performance Indicator:</b>	<b>1.1.D Choose the sentence that relates the writer's purpose (e.g., to persuade, to inform) in a selected passage</b>
-------------------------------	---

**24** The author most likely wrote this article in order to

- F** teach readers about job skills
- G** inform readers about job opportunities
- H** persuade readers to work harder at everything they do
- J** encourage readers to work toward becoming braver people

**Passage:****Finding a Hero (Anna)****Page 13****Reporting Category:****2. Content****Performance Indicator:****1.1.E Evaluate the relevance of each supporting sentence by deleting an irrelevant sentence in a passage**

**25** Which sentence in Paragraph 1 does not support the main idea of the paragraph and could be removed?

- A** Sentence 1
- B** Sentence 2
- C** Sentence 4
- D** Sentence 5

**Passage:****A Courageous Woman****Page 10****Performance Indicator:****1.1.E Evaluate the relevance of each supporting sentence by deleting an irrelevant sentence in a passage.**

**26** Which of these sentences is least important to the report and could be deleted?

- F** “She was very shut off from the world.”
- G** “She lost her senses of sight and hearing.”
- H** “I would have loved to play the piano for her.”
- J** “I have just finished reading about Helen Keller.”

**27** Read this sentence from the article.

“It’s far easier to face a difficult task than to avoid it.”

Choose the sentence that best supports Dr. Hauck’s statement.

- A** Avoiding a task is embarrassing.
- B** Avoiding a task is the easiest way.
- C** Avoiding a task can make a person anxious.
- D** Avoiding a task can take more energy than tackling it.

**28** Kate could best strengthen her argument that Helen Keller gained international fame by

- F** discussing how Helen conquered her fears
- G** supplying the titles of the books Helen wrote
- H** explaining how Helen learned to read, write, and talk
- J** listing the languages in which Helen’s works were published



<b>Reporting Category:</b>	<b>2. Content</b>
----------------------------	-------------------

<b>Performance Indicator:</b>	<b>1.2.F Distinguish the strongest or weakest point of an argument within a passage.</b>
-------------------------------	--

**29** The writer's strongest reason to practice the violin is because it

- A** keeps her from distractions
- B** makes her a better musician
- C** helps her think of her friends
- D** gives her the courage to go on

<b>Performance Indicator:</b>	<b>1.2.F Distinguish the strongest or weakest point of an argument within a passage.</b>
-------------------------------	--

**30** What is the strongest point of Evan's argument that children need role models?

- F** Role models contribute to society.
- G** Role models are usually celebrities.
- H** Children may model their lives after role models.
- J** Some children's family members are role models.

<b>Reporting Category:</b>	<b>2. Content</b>
----------------------------	-------------------

<b>Performance Indicator:</b>	<b>1.3.A Determine which rebuttal statement best refutes the writer's viewpoint or a line that reveals the writer's biases, assumptions, or values within a passage</b>
-------------------------------	---

**31** With which statement would the writer of the report disagree?

- A** Life offers many challenges.
- B** We should accept our limitations.
- C** Teachers can change people's lives.
- D** Our senses can inform us about our surroundings.

<b>Performance Indicator:</b>	<b>1.3.A Determine which rebuttal statement best refutes the writer's viewpoint or a line that reveals the writer's biases, assumptions, or values within a passage</b>
-------------------------------	---

**32** In Guy's letter to the editor, which sentence best reveals the writer's beliefs about the importance of school sports?

- F** "There will be a decrease in our school spirit."
- G** "Rallies are well attended, many students play in the marching band, and more students are members of the pep squad."
- H** "Because the budget in our school district must be cut, the local school board is thinking about canceling sports at our school."
- J** "Athletes must maintain good grades to be eligible to play, and, because they are so busy, they must learn to budget their time."

Reporting Category:

2. Content

Performance Indicator:

3.1.A Select the type of conflict (man vs. man, man vs. environment, man vs. himself, man vs. supernatural, et al.) in a photograph

**33** What is the conflict suggested by this drawing?



- A** man vs. man
- B** man vs. himself
- C** man vs. environment
- D** man vs. supernatural



**34** What type of conflict is depicted in this drawing?

- F** man vs. man
- G** man vs. himself
- H** man vs. environment
- J** man vs. supernatural

**Passage:****CVS****Reporting Category:****3. Word Choice****Performance Indicator:****1.1.G Recognize the proper use of the comparative and superlative form of adjectives****35** Which sentence is written correctly?

- A** Tony was a most careful camper than Jose.
- B** Tony was a more careful camper than Jose.
- C** Tony was the more carefuler camper than Jose.
- D** Tony was the more carefulest camper than Jose.

**Passage:****A Courageous Woman****Page 10****Performance Indicator:****1.1.G Recognize the proper use of the comparative and superlative form of adjectives****36** Read Sentence 9 from the report.

“From what I’ve read, Anne Sullivan was one of the most remarkablest teachers ever!”

What is the correct way to write the underlined part of the sentence?

- F** remarkablest
- G** most remarkable
- H** more remarkabler
- J** no change

**37** Which sentence uses its or it's correctly?

- A** The school rarely changed its schedule.
- B** Helen Keller could “hear” rhythm by it's vibration.
- C** A teacher knows when its time to encourage students.
- D** That book about Helen Keller is known for it's accuracy.

**38** Which sentence uses to or too correctly?

- F** George Dawson likes too go fishing.
- G** George Dawson is not to old to learn.
- H** My friends will learn about Mr. Dawson, to.
- J** No book is too difficult for Mr. Dawson now.

**Reporting Category:**
**3. Word Choice**
**Performance Indicator:**

1.1.I Select the correct word for the sense of the sentence (stationary and stationery; complement and compliment; principle and principal; accept and except; capitol and capital; affect and effect)

**39** Choose the sentence in which accept or except is used correctly.

- A** Rosa Parks chose to accept her arrest.
- B** Everyone accept Rosa Parks obeyed the unfair laws.
- C** Bus riders decided to except the challenge to boycott.
- D** Many bus riders would not except the bus company policy.

**Passage:**
**CVS**
**Performance Indicator:**

1.1.I Select the correct word for the sense of the sentence (stationary and stationery; complement and compliment; principle and principal; accept and except; capitol and capital; affect and effect)

**40** Which sentence uses principle or principal correctly?

- F** That is one principal of physics.
- G** The principle called a meeting of all the teachers.
- H** That is the principal reason why we study history.
- J** Her principle task is to study for the medical exam.

<b>Reporting Category:</b>	<b>3. Word Choice</b>
----------------------------	-----------------------

<b>Performance Indicator:</b>	<b>1.2.H Select vivid words to strengthen a description (adjective or adverb) within a writing sample or a passage</b>
-------------------------------	--

**41** Read this sentence from the note.

“When I am practicing my violin, I think of Mr. Perlman and the music that comes from his violin.”

Which word could be added before music to strengthen the idea?

- A** sweet
- B** lovely
- C** inspiring
- D** delightful

<b>Performance Indicator:</b>	<b>1.2.H Select vivid words to strengthen a description (adjective or adverb) within a writing sample or a passage</b>
-------------------------------	--

**42** Read this sentence from the report.

“Under Miss Sullivan’s guidance, Helen learned to read, write, and talk.”

Which word could be added before guidance to strengthen the idea?

- F** proper
- G** sincere
- H** friendly
- J** exceptional



**43** Read this sentence from the paragraph.

“If a child admires an adult who has made a positive contribution to our society, the child may work to do the same.”

Which of these verbs could replace work to make the sentence stronger?

- A** strive
- B** choose
- C** learn
- D** attempt

**44** Read this sentence from the essay.

“It also started the American civil rights movement under the leadership of Dr. Martin Luther King, Jr.”

Select a stronger verb to replace the one that is underlined.

- F** launched
- G** originated
- H** introduced
- J** announced

**Passage:**

Rosa Parks: The Bus Ride

Page 9

**Reporting Category:**

3. Word Choice

**Performance Indicator:**

1.2.K Choose the correct pronoun case in a sentence in which the pronoun follows “than” within a writing sample or passage.

**45** Read this sentence from the essay.

“No one could have been more tired than her.”

What is the correct way to write this sentence?

- A** No one could have been more tired than she.
- B** No one could have been more tired than hers.
- C** No one could have been more tired than herself.
- D** no change

**Passage:**

Elizabeth Blackwell paragraph (2)

Page 15

**Performance Indicator:**

1.2.K Choose the correct pronoun case in a sentence in which the pronoun follows “than” within a writing sample or passage.

**46** Read Sentence 8 from the paragraph.

“She must have been more determined than her colleagues!”

Which of these could take the place of the underlined part of the sentence?

- F** they
- G** their
- H** those
- J** them

<b>Passage:</b>	<b>Finding a Role Model (Evan)</b>	<b>Page 12</b>
<b>Reporting Category:</b>	<b>4. Organization</b>	
<b>Performance Indicator:</b>	<b>1.1.F Select the most appropriate title for a passage</b>	

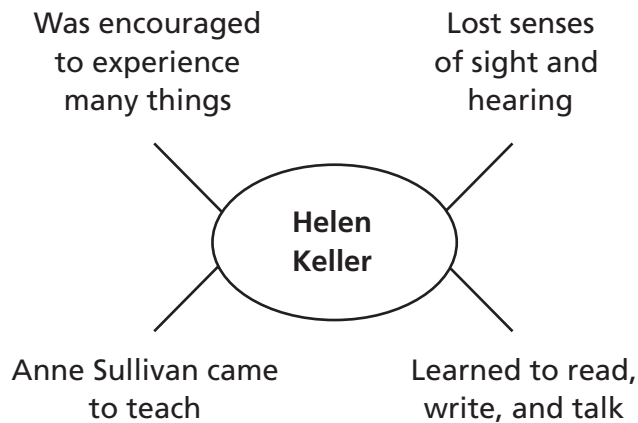
**47** Which title would be the most appropriate for Evan’s paragraph?

- A** Children’s Needs
- B** Young People Today
- C** The Importance of Role Models
- D** How to Be a Role Model for Children

<b>Passage:</b>	<b>How to Develop a “Can-do” Personality</b>	<b>Page 5</b>
<b>Performance Indicator:</b>	<b>1.1.F Select the most appropriate title for a passage</b>	

**48** Which of these would be the best alternate title for this article?

- F** How to Gain Respect
- G** A Missed Opportunity
- H** Take a Chance on Success
- J** The Importance of Self Discipline



**49** What stage of the writing process is represented by the web above?

- A** editing
- B** revision
- C** publishing
- D** prewriting

**50** After Travis makes all the appropriate changes to the essay, the next writing stage would be

- F** editing the essay
- G** revising the essay
- H** publishing the essay
- J** prewriting ideas for the essay

Reporting Category:

4. Organization

Performance Indicator:

1.2.E Select the appropriate transitional word for a given sentence within a paragraph

**51** Read Sentences 7 and 8 of the report.

“He suggested Perkins Institution for the Blind in Boston, and Helen’s father wrote to the school. The school sent Miss Anne Sullivan 20 years old who became Helen’s teacher.”

Which word or phrase provides the best transition between Sentence 7 and Sentence 8?

- A** In fact,
- B** Instead,
- C** As a result,
- D** On the other hand,

**52** Read Sentence 10 and Sentence 11.

“Under Miss Sullivan’s guidance, Helen learned to read, write, and talk. She became quite competent in her studies.”

Which transitional word or phrase would best fit at the beginning of the second sentence?

- F** In fact,
- G** That is,
- H** However,
- J** Nevertheless,

**53** Read these sentences from the report.

“She lost her senses of sight and hearing. She lived a life without color or sound. She was very shut off from the world.”

What is the best way to combine the sentences into one?

- A** Since she lost her senses of sight and hearing in addition to living a life without color or sound, she was very shut off from the world.
- B** She lost her senses of sight and hearing, and she lived a life without color or sound, and she was very shut off from the world.
- C** She lost her senses of sight and hearing and she lived a life without color or sound, she was very shut off from the world.
- D** Because she lost her senses of sight and hearing, she lived a life without color or sound, very shut off from the world.

**54** Choose the best order for Sentences 16, 17, 18, and 19.

(16) “Rosa Parks very politely refused to leave her seat on the bus the police were called.”

(17) “The Montgomery Improvement Association, under Dr. King’s leadership, successfully challenged the city of Montgomery over its policy of racially segregating riders on the city’s buses.”

(18) “Miss Parks was arrested and booked by the Montgomery Police Department.”

(19) “Her arrest set in motion the year-long Montgomery bus boycott.”

**F** 16, 18, 19, 17

**G** 18, 19, 16, 17

**H** 19, 16, 17, 18

**J** no change

**55** Read the first part of Maria’s report again.

What is the best order for these sentences?

- A** 1, 3, 2, 4
- B** 3, 1, 2, 4
- C** 3, 2, 1, 4
- D** no change



**Passage:****Rosa Parks: The Bus Ride****Page 9****Reporting Category:****4. Organization****Performance Indicator:****1.2.P Rearrange the order of the supporting paragraphs in the specified organizational pattern (e.g., strongest to weakest, time order, cause/effect, comparison/contrast) within a writing sample**

**56** How should the paragraphs of “Rosa Parks: The Bus Ride” be arranged so that the story is in chronological (time) order?

- F** 2, 3, 4, 1
- G** 3, 2, 1, 4
- H** 3, 4, 2, 1
- J** no change

**Passage:****Dear Editor — Guy’s letter****Page 11****Performance Indicator:****1.2.P Rearrange the order of the supporting paragraphs in the specified organizational pattern (e.g., strongest to weakest, time order, cause/effect, comparison/contrast) within a writing sample**

**57** Choose the best cause/effect order for Paragraphs 1 through 4.

- A** 1, 2, 4, 3
- B** 1, 3, 2, 4
- C** 1, 4, 3, 2
- D** no change

**Reporting Category:****4. Organization****Performance Indicator:****1.2.Q Select the best placement for an additional supporting sentence within a writing sample****58** Read this sentence.

She did not oppose her arrest but allowed herself to be taken to jail.

This sentence would best strengthen which paragraph?

- F** Paragraph 1
- G** Paragraph 2
- H** Paragraph 3
- J** Paragraph 4

**Performance Indicator:****1.2.Q Select the best placement for an additional supporting sentence within a writing sample****59** Read this sentence.

Few patients came to see her, and hospitals barred her from their wards.

Where would the sentence best fit in the paragraph?

- A** after Sentence 6
- B** after Sentence 7
- C** after Sentence 8
- D** after Sentence 10

**60** Read the second part of Sentence 4.

“she possessed the courage to work hard, defy tradition, and becoming the first woman physician in the United States.”

Choose the best way to write the second part of Sentence 4.

- F** she possessed the courage to work hard, defy tradition, and become the first woman physician in the United States.
- G** she was possessing the courage to work hard, defy tradition, and becoming the first woman physician in the United States.
- H** she possessed the courage to work hard, defy tradition, and was becoming the first woman physician in the United States.
- J** she possessed the courage to work hard, defy tradition, and became the first woman physician in the United States.

**Reporting Category:**

**4. Organization**

**Performance Indicator:**

**1.3.C Choose the transitional device that appropriately connects paragraphs (e.g., transitional adverbs, verbal phrases, unambiguous pronoun references) within a writing sample**

**61**

Choose the word to add to the beginning of Paragraph 3 that will best link it to Paragraph 2.

- A** In fact,
- B** Therefore,
- C** Nevertheless,
- D** On the other hand,

**Reporting Category:****4. Organization****Performance Indicator:****1.3.C Choose the transitional device that appropriately connects paragraphs (e.g., transitional adverbs, verbal phrases, unambiguous pronoun references) within a writing sample****62****Read Sentence 11.****“Elizabeth Blackwell wrote several books.”****Which word or phrase, if added to the beginning of this sentence, would form an effective transition from the previous paragraph?**

- F** Thus,
- G** Similarly,
- H** In addition,
- J** In conclusion,

Reporting Category:

5. Meaning

Performance Indicator:

1.2.O Choose the thesis that is more effective than the underlined thesis statement (given an introductory paragraph of a student essay)

**63**

Read this introductory paragraph of Kate's report about Helen Keller.

(1) I have just finished reading about Helen Keller. (2) An illness before she was two years old. (3) She lost her senses of sight and hearing. (4) She lived a life without color or sound. (5) She was very shut off from the world.

Which sentence would be a better thesis statement for the paragraph than the one that is underlined?

- A** Helen Keller had a wonderful teacher.
- B** Helen Keller was a truly amazing person.
- C** Helen Keller became famous because of her disabilities.
- D** Helen Keller became a spokeswoman for people with disabilities.

**64** What is the main idea of the article?

- F** A can-do person avoids pitfalls.
- G** A can-do person chooses difficult tasks.
- H** A can-do person considers what others think.
- J** A can-do person takes control by overcoming fears.

**Passage:**

**Rosa Parks: The Bus Ride**

**Page 9**

**Reporting Category:**

**5. Meaning**

**Performance Indicator:**

**2.2.A Draw inference(s) from a selected passage**

**65**

Rosa Parks was arrested because she

- A** broke the law
- B** argued with the police
- C** was involved in the NAACP
- D** was involved in community activities

**Passage:**

**Rosa Parks poem**

**Page 7**

**Performance Indicator:**

**2.2.A Draw inference(s) from a selected passage**

**66**

The speaker says,

“in the face of ancestral memories  
of persecution  
unmoved you sat with your convictions  
of equality and justice”

The speaker is referring to Rosa Parks’

- F** fear of arrest
- G** tiring day at work
- H** decision to ride the bus
- J** action that opposed unfair laws



**67** Read this sentence from the essay.

“As the bus began to fill up, the African-American riders began to relinquish their seats to an ever-increasing number of white riders.”

As it is used in the sentence above, the word relinquish means

- A** deny
- B** seize
- C** dispute
- D** surrender

**68** Read Sentences 10 and 11 from the report.

“Under Miss Sullivan’s guidance, Helen learned to read, write, and talk. She became quite competent in her studies.”

As it is used in this sentence, the word competent means

- F** careful
- G** capable
- H** consistent
- J** competitive

**69** Why was Rosa Parks selected to challenge the Montgomery bus laws in court?

- A** She was coming home from work.
- B** She was a frequent rider of city buses.
- C** She was a well-respected professional woman.
- D** She was a friend of Dr. Martin Luther King, Jr.

**70** What caused people to criticize Elizabeth Blackwell?

- F** She opened her own hospital.
- G** She wanted to become a doctor.
- H** She graduated at the top of her class.
- J** She expressed beliefs about preventing disease.

<b>Passage:</b>	How to Develop a “Can-do” Personality, Rosa Parks poem, Rosa Parks: The Bus Ride Pages 5, 7, 9
<b>Reporting Category:</b>	5. Meaning
<b>Performance Indicator:</b>	2.2.E Discover the common theme in a series of passages

**71** What theme do the poem “Rosa Parks,” the article “How to Develop a ‘Can-do’ Personality,” and the essay “Rosa Parks: The Bus Ride” have in common?

- A** Accept life’s challenges.
- B** Listen to your conscience.
- C** Refuse to tolerate injustice.
- D** Conquer your fear of failure.

<b>Passage:</b>	A Courageous Woman and Rosa Parks: The Bus Ride Pages 9 and 10
<b>Performance Indicator:</b>	2.2.E Discover the common theme in a series of passages

**72** Which of these is the best statement of a theme shared by “A Courageous Woman” and “Rosa Parks: The Bus Ride”?

- F** Learn from your mistakes.
- G** Keep trying to improve yourself.
- H** Trust and friendship can change your beliefs.
- J** Courage and determination can overcome obstacles.

**Reporting Category:****5. Meaning****Performance Indicator:****2.2.F Determine the significance/meaning of a symbol in a written selection**

**73** What does the “ancient song” symbolize?

- A** instinct
- B** inspiration
- C** intelligence
- D** independence

**74** In “Ovipositing,” the clutch of leathery eggs symbolizes

- F** warmth
- G** bravery
- H** renewal
- J** impulse

<b>Passage:</b>	How to Develop a “Can-do” Personality	Page 5
<b>Reporting Category:</b>	5. Meaning	
<b>Performance Indicator:</b>	2.2.G Determine the analogous relationship of a vocabulary word from one of the passages	

**75** Read this sentence from the article.

“Nothing builds confidence and eliminates fear like capability.”

As it is used in this sentence, eliminates is to \_\_\_\_\_ as empty is to vacant.

- A** imitates
- B** supports
- C** removes
- D** completes

<b>Passage:</b>	Ovipositing poem	Page 6
<b>Performance Indicator:</b>	2.2.G Determine the analogous relationship of a vocabulary word from one of the passages	

**76** Read these lines from the poem.

“She covers the future with sand  
and monumentally slow turns again to the sea”

As it is used in the poem, monumentally is to \_\_\_\_\_, as awkwardly is to clumsily.

- F** entirely
- G** effortlessly
- H** enormously
- J** encouragingly



**77** What mood is created by this drawing?

- A** carefree
- B** cheerful
- C** confused
- D** concerned

**Passage:**

How to Develop a “Can-do” Personality

Page 5

**Reporting Category:**

6. Technique

**Performance Indicator:**

2.1.B Interpret an author’s point of view (1st person or 3rd person limited/omniscient)

**78** What is the author’s point of view in this article?

- F** first person
- G** second person
- H** third person limited
- J** third person omniscient

**Passage:**

Kitten poem

Page 8

**Performance Indicator:**

2.1.B Interpret an author’s point of view (1st person or 3rd person limited/omniscient)

**79** What is the point of view in the poem?

- A** first person
- B** second person
- C** third person limited
- D** third person omniscient

**Reporting Category:****6. Technique****Performance Indicator:****2.1.C Identify the simile, metaphor, onomatopoeia, alliteration, or personification in a given portion of a poem****80** Read these lines from the poem.

“and we remember Rosa  
a candle in our darkest fears”

What figure of speech is found in these lines?

- F** simile
- G** metaphor
- H** onomatopoeia
- J** personification

**Performance Indicator:****2.1.C Identify the simile, metaphor, onomatopoeia, alliteration, or personification in a given portion of a poem****81** Read this line from the poem.

“She will say, ‘Meow, meow!’”

The words “Meow, meow” are examples of

- A** metaphor
- B** alliteration
- C** personification
- D** onomatopoeia



**Reporting Category:****6. Technique****Performance Indicator:****2.1.C Identify the simile, metaphor, onomatopoeia, alliteration, or personification in a given portion of a poem****82** Which line from the poem contains alliteration?

- F** “a candle in our darkest fears”
- G** “moving a few and then a nation”
- H** “in the face of ancestral memories”
- J** “while the whole world is watching”

**Performance Indicator:****2.1.C Identify the simile, metaphor, onomatopoeia, alliteration, or personification in a given portion of a poem****83** Read these lines from the poem.

“My kitten sits by her empty bowl.  
Her eyes look like two lumps of coal.”

Which figure of speech is used in these lines?

- A** simile
- B** metaphor
- C** onomatopoeia
- D** personification

**Reporting Category:****6. Technique****Performance Indicator:****2.1.D Identify how the author reveals character (physical characteristics, dialogue, what others say about them, character's own actions)****84** Helen Keller's character is revealed mainly through her

- F** actions
- G** thoughts
- H** appearance
- J** conversations

**Performance Indicator:****2.1.D Identify how the author reveals character (physical characteristics, dialogue, what others say about them, character's own actions)****85** Which sentence from the essay best reveals Rosa Parks' personality?

- A** "No one could have been more tired than her."
- B** "She hadn't sought attention, nor did she resist it."
- C** "Miss Parks was arrested and booked by the Montgomery Police Department."
- D** "On December 1, 1955, Miss Parks boarded her usual bus for a ride home after work."

**86** Why was Elizabeth Blackwell's situation ironic?

- F** She was denied admission to medical schools twenty-nine times before she was accepted.
- G** She believed that personal hygiene and sanitation were important in preventing diseases.
- H** She had the courage to work hard and to become the first woman physician in the United States.
- J** She graduated at the top of her class in spite of the common belief that women were not capable of becoming doctors.

**87** Read this sentence from the article.

"Ironically, the best way to take control of fear is to let go of it."

The irony of which the author speaks is called

- A** verbal irony
- B** dramatic irony
- C** situational irony
- D** ambiguous irony

<b>Passage:</b>	<b>A Courageous Woman</b>	<b>Page 10</b>
<b>Reporting Category:</b>	<b>6. Technique</b>	
<b>Performance Indicator:</b>	<b>2.3.A Select the allusion in a given passage</b>	

**88** Which of these sentences from “A Courageous Woman” contains an allusion?

- F** “She was very shut off from the world.”
- G** “She could ‘listen’ to music, too, by putting her hands on a piano and feeling the vibrations.”
- H** “Although her disabilities could have been her Achilles’ heel, she never let them keep her from taking control of her life.”
- J** “When she was about six years old, her parents asked Alexander Graham Bell if he knows of a school Helen might attend.”

<b>Passage:</b>	<b>Rosa Parks: The Bus Ride</b>	<b>Page 9</b>
<b>Performance Indicator:</b>	<b>2.3.A Select the allusion in a given passage</b>	

**89** Which of these sentences from “Rosa Parks: The Bus Ride” contains an allusion?

- A** “It seemed that the NAACP faced a herculean task.”
- B** “Bus riders from Montgomery were consistently treated badly.”
- C** “On December 1, 1955, Miss Parks boarded her usual bus for a ride home after work.”
- D** “It also started the American civil rights movement under the leadership of Dr. Martin Luther King, Jr.”

**Reporting Category:**

**6. Technique**

**Performance Indicator:**

**3.2.A Select the appropriate persuasive device in a given ad (e.g., famous people say, new and improved, everybody's using it, if you want to be popular, et al.)**

Be the Best You Can Be!  
Buy the updated version of

## COMPUTERMINE

We can personalize your computer to your exact specifications. Be the first one in your school to have the latest model.

**90** What persuasive device is used in this advertisement?

- F** testimonial (famous people say)
- G** bandwagon (everybody's using it)
- H** loaded words (new and improved)
- J** demonstration (our product works)

**Performance Indicator:**

**3.2.A Select the appropriate persuasive device in a given ad (e.g., famous people say, new and improved, everybody's using it, if you want to be popular, et al.)**

**91** Which of these advertisements tries to convince readers that buying a product will make them feel important?

- A** Use new Breezy detergent. It gives your clothes that fresh, clean smell.
- B** Buy a Pathway piano. It is the instrument most famous musicians prefer.
- C** Everyone loves Hayes chocolate! Do yourself a favor and order yours today.
- D** Stain-Out has been proven to work wonders. You've got to try it to believe it!

**Reporting Category:**
**6. Technique**
**Performance Indicator:**
**3.3.A Prioritize the most reliable media sources given four different sources (e.g., personal journal, interview, authorized biography, People magazine, et al.)**
**92**

These are some sources that might have been used in writing “Rosa Parks: The Bus Ride.”

1. interviews with residents of Montgomery who know Rosa Parks
2. minutes from the Montgomery Improvement Association meetings
3. news footage of the events surrounding the Montgomery bus boycott
4. newspaper articles from December, 1955, Montgomery, Alabama

Which source probably gives the best information about how Rosa Parks felt about her arrest?

- F** 1  
**G** 2  
**H** 3  
**J** 4

**93**

If you wanted to research contributions women have made to medicine, which of these would probably be the least reliable source to use?

- A** an encyclopedia
- B** a newspaper article
- C** an interview with a woman doctor
- D** a short story about a woman doctor

**94**

Put the following media sources in order of their usefulness for Travis's research on the Montgomery bus boycott.

1. historical fiction 2. encyclopedia 3. Web site on civil rights movement 4. newspaper articles from 1955

- F** 1, 3, 4, 2
- G** 3, 2, 4, 1
- H** 3, 4, 2, 1
- J** 4, 2, 1, 3

**95** Which of these would make Travis's presentation on the Montgomery bus boycott most interesting to his classmates?

- A** a copy of the local newspaper from late 1955 or early 1956
- B** a short video showing scenes from the year-long bus boycott
- C** a transcript of the minutes from a meeting of the Montgomery Improvement Association
- D** a graph showing the number of riders on Montgomery's buses before and after the boycott

**96** Which of these would be best for you to include in a presentation on the importance of Adult Education Programs?

- F** interviews with adult-education teachers
- G** testimonials from adult-education graduates
- H** brochures describing adult-education classes
- J** photographs of the adult-education graduation



**Reporting Category:****6. Technique****Performance Indicator:****4.2.A Determine the interest level of an audience through nonverbal communication (e.g., While you are giving a presentation to your classmates, you know that they are interested in what you are saying when. . .)****97**

You plan to speak to the school board about the importance of the Adult Education Program in your community. You will know the school board members agree with you if they

- A** ask you to repeat several ideas
- B** take notes on your presentation
- C** nod their heads when you make an interesting point
- D** follow your movements throughout the presentation

**Performance Indicator:****4.2.A Determine the interest level of an audience through nonverbal communication (e.g., While you are giving a presentation to your classmates, you know that they are interested in what you are saying when. . .)****98**

While giving a presentation, Travis would know that his classmates are interested in what he is saying when they look

- F** at him
- G** at each other
- H** out the window
- J** around the room

<b>Passage:</b>	George Dawson paragraph	Page 14
<b>Reporting Category:</b>	6. Technique	
<b>Performance Indicator:</b>	4.3.A Choose the appropriate volume, pitch, rate, diction, inflection, gestures or body language when delivering a speech (e.g., When delivering a speech, you can best convey your enthusiasm for a topic by. . .)	

**99** You are giving a presentation on the importance of Adult Education Programs in your community. What should you be sure to do during your speech to the school board?

- A** ask for more time if you need it
- B** speak clearly and with confidence
- C** pace back and forth in front of the room
- D** speak quickly so you cover all the information

<b>Passage:</b>	How to Develop a “Can-do” Personality	Page 5
<b>Performance Indicator:</b>	4.3.A Choose the appropriate volume, pitch, rate, diction, inflection, gestures or body language when delivering a speech (e.g., When delivering a speech, you can best convey your enthusiasm for a topic by. . .)	

**100** If the author of “How to Develop a ‘Can-do’ Personality” were to give a presentation about her article, how could she best convey her message?

- F** by using wild gestures
- G** by speaking confidently and fearlessly
- H** by avoiding questions and comments from the audience
- J** by moving quickly around the room so everyone can see her

# Answer Key for the Gateway Language Arts Item Sampler

Item Number	Correct Answer
1	A
2	H
3	C
4	H
5	A
6	F
7	B
8	F
9	B
10	F
11	A
12	F
13	B
14	H
15	B
16	F
17	D
18	G
19	D
20	J
21	B
22	J
23	A
24	J
25	C

Item Number	Correct Answer
26	H
27	D
28	J
29	B
30	H
31	B
32	J
33	B
34	H
35	B
36	G
37	A
38	J
39	A
40	H
41	C
42	J
43	A
44	F
45	A
46	F
47	C
48	G
49	D
50	H

Item Number	Correct Answer
51	C
52	F
53	D
54	F
55	B
56	G
57	D
58	J
59	A
60	F
61	A
62	H
63	B
64	J
65	A
66	J
67	D
68	G
69	C
70	G
71	A
72	J
73	A
74	H
75	C

Item Number	Correct Answer
76	H
77	B
78	J
79	A
80	G
81	D
82	J
83	A
84	F
85	B
86	J
87	C
88	H
89	A
90	H
91	B
92	F
93	D
94	H
95	B
96	G
97	C
98	F
99	B
100	G